

PROGRAM ASSESSMENT

Touching History: Preservation in Practice

February 13, 2020

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Introduction

In 2018 and 2019, the Advisory Council for Historic Preservation (ACHP), the National Park Service (NPS), and the National Trust for Historic Preservation (NTHP), partnered with Morgan State University and Tuskegee University to bring a new and dynamic learning opportunity to African American architecture and construction engineering students through *Touching History: Preservation in Practice*. *Preservation in Practice* has proven to be an outstanding example of how a modest proposal can evolve to serve many interests. In this case, a triple bottom line return on investment that benefits 1) the student participants, 2) the sponsoring partners -- federal agencies, schools and organizations --and 3) the national historic preservation movement as a whole.

The Study

This program assessment, commissioned by the Advisory Council on Historic Preservation Foundation (ACHPF), is intended to document the agenda and syllabus of the first two years, detail and review the program's educational and experiential components and their learning objectives, consider possible improvements, and develop a template curriculum to be used going forward. It also includes a discussion of the goals and objectives of the program. As part of the project, the author reviewed all the program documents, student and partner evaluations, and conducted interviews with students and with representatives of the ACHP, NPS, NTHP, NPS's Western Center for Historic Preservation, National Center for Preservation Trades and Technology (NCPTT), Tuskegee University, the White House Initiative on Historically Black Colleges and Universities and the Department of Education (see appendix A).

The Roots of the Program

A Diversity Gap

Historic preservation professionals and advocates have long recognized that a diversity gap is undermining their field. This diversity gap is manifested in two ways. First in the types of historic resources that are documented, protected and interpreted. It has been estimated that just 8% of the current listings on the National Register of Historic Places are associated with anything other than white male history. By extension, fewer places associated with other types of history are being identified and preserved. This means that the historic preservation field is not able to contribute in as broad and meaningful a way as it would like to our nation's understanding of its complete history. A second aspect of the diversity gap is that African Americans, Latinx Americans, American Indians, Asian Pacific Islanders and others representing non-traditional heritage are woefully underrepresented as professionals in historic preservation and its allied fields of architecture, landscape architecture, archeology, planning, construction engineering, urban planning, community development, public history, and historic site stewardship. The partner organizations NPS, ACHP and NTHP have each committed to remedying this two-fold diversity gap through their work and in their workforces. ***Preservation in Practice offers a practical approach to achieving this goal as regards African Americans and African American history and can be a model in reaching other constituencies.***

A Disconnect Between Architects and Preservationists

Jeremy Wells, of the School of Architecture, Planning and Preservation at the University of Maryland, writes in his 2018 research article *Challenging the Assumption about the Direct Relationship Between*

*Historic Preservation and Architecture in the United States*¹ that the relationship between architecture and historic preservation is tenuous at best and that, in particular, architecture schools either disregard or minimize the importance of historic preservation. This disconnect becomes particularly problematic when architects find themselves working on rehabilitation and adaptive use projects. Without education and experience in historic documentation, design, treatment practices, as well as an understanding of cultural associations, architects develop architectural designs that can be in direct conflict with preservation goals, regulations and guidelines. This sets up an adversarial, time consuming and frustrating process even in cases where assistance programs, such as those administered by the NPS, are designed to support and even finance preservation activities. ***Preservation in Practice begins to model a comprehensive curriculum for architecture and construction engineering students that directly connects architectural practice to preservation practice and clearly articulates the expert and meaningful role architects can play in preserving heritage of all kinds.***

Fulfilling the Goals of the White House Initiative on Historically Black Colleges and Universities

Between the Civil War and the passage of the Civil Rights Act of 1964 some 121 institutions of higher learning were established to serve African American students who were otherwise excluded from public and private colleges and universities. Collectively these institutions became known as Historically Black Colleges and Universities (HBCUs) and were granted special federal recognition and support underscoring their tremendously important role in educating and empowering African American students. Each, in its own right, also has a significant cultural legacy including historic campuses and artifact collections that tell important stories about the African American experience. Today 110 HBCU's exist. Most are small, often rural and many are chronically underfunded. In today's academic environment, they must compete with other institutions to attract African American students. Given the unique challenges they face, HBCU's work to enhance their academic programs through creative partnerships, extracurricular opportunities and by creating a network of mentors that can connect their students to professional development programs and careers. They are supported in this endeavor by the White House Initiative on HBCU's, established by Executive Order under President Ronald Reagan in 1981 and renewed by every president since. The Initiative coordinates and supports federal agency efforts to support HBCU's. ***Preservation in Practice, with its emphasis on expanded academic opportunities and commitment to preparing HBCU students for a range of professional careers is considered an exemplar for the kinds of programming the White House Initiative is intended to make possible.***

Connecting Students to Their Own Heritage

Many *Preservation in Practice* students and their faculty advisors describe an “aha!” moment - the point during the program at which the students recognize that no matter where their career takes them, they have the opportunity and perhaps a responsibility to be part of the identification, preservation and interpretation of sites associated with their own history. Many of these students have never visited an historic site where the African American narrative is made visible, nor have they realized that historic preservation professionals can be as dedicated to preserving modest vernacular structures as they are to saving high style masterpieces. Through the program, they begin to see that places associated with their own lives, families, and communities are intrinsically valuable and worthy of protection and stewardship. ***Preservation in Practice's visits to sites associated with African American History ties the academic experience to the personal in profound and moving ways and creates a new generation of advocates for these places.***

¹ Wells, Jeremy C., “Challenging the Assumption about a Direct Relationship Between Historic Preservation and Architecture in the United States,” *Frontiers of Architectural Research* (2018), 7, 455-464.



Program Goals and Objectives

From an Historic Campus to Hands on History – The Student Experience

Preservation in Practice's student participants are drawn from the architecture and construction engineering programs of federally recognized HBCUs. Because each HBCU has a rich historic legacy of buildings, landscapes, artifacts and cultural heritage identified with African Americans, they are ideal historic preservation learning laboratories.

For many students, the *Preservation in Practice* fellowship may be their first time traveling across the country, visiting significant historic places and having professional encounters. Its emphasis on historic places associated with the African American experience is particularly resonant for these students. As one student reported "I knew people saved historic places but now I know that applies to a wider narrative – my history is important too."

Student Benefits:

- Understand and engage with historic preservation as a means of identifying, documenting, preserving, interpreting, and uplifting the student's own heritage.
- Increase self-confidence, professional acumen and be exposed to new people, places and experiences.
- Have the opportunity to give back to their universities by repairing and preserving campus resources and participating in education and outreach efforts that inspire and support campus preservation and stewardship.
- Understand the intersection between historic preservation and other disciplines including architecture, landscape architecture, archeology, planning, construction engineering, urban planning, community development, public history, historic site stewardship, and more.
- Receive basic knowledge of historic preservation theory, practice, programs and stakeholders.
- Experience and train in building documentation, treatment approaches and practices.
- Connect building materials with the theory and application of architecture.
- Learn about careers in historic preservation and related fields.
- Access professional development opportunities.
- Connect to agencies, organizations and individuals to advance their academic and career objectives.
- Connect to mentors in the field.
- Build resume and secure references and recommendations.

Achieving Organizational Objectives – Ambitious Goals for Partners

Every partner has indicated that the program helps them meet their own mission-based commitment to build the next generation of professionals that is fully representative and well-positioned for success.

Partner Benefits:

- Increase the number of African American professionals working in the fields of historic preservation, conservation, architecture, landscape architecture, archeology, and building engineering.
- Create a professional class that has some education and experience in historic documentation, design, treatment practices and cultural associations so they are better able to interact effectively with historic preservation regulations and guidelines, advocate for protection and reuse, and access assistance programs to save and restore more historic buildings.

- Inspire African American professionals, no matter where their career leads them, to be aware of and engaged in historic preservation initiatives, small and/or large, in their communities.
- Increase the number of African American professionals working for the National Park Service and other related historic preservation agencies and organizations.
- Raise awareness of the rich cultural legacy of HBCU's and contribute to their preservation and stewardship.
- Enhance and increase the number of architectural programs at HBCU's and add historic preservation degree programs.
- Serve to support and sustain HBCU's and assist in meeting the goals of the National Historic Preservation Act, the White House Initiative on HBCU's and the Advisory Council's *Building a More Inclusive Preservation Program* as they relate to HBCUs
- Improve the relationship between the federal government and HBCUs.
- Develop a replicable model that can also serve additional constituencies especially American Indians through Tribal Colleges and Universities and Latinx Americans through Hispanic Serving Institutions.

A Stronger National Preservation Movement

Partner organizations, agencies and institutions recognize that their commitment to historic preservation must be rooted in and dedicated to preserving the full American story. In order to do that they must work to preserve as wide and as inclusive a variety of buildings, landscapes, artifacts and cultural practices that can tell that story. Toward that end, partners are dedicated to attracting and empowering a new, more inclusive and more diverse generation of employees and allies to better connect to and serve the communities in which they work. The goal is that today's *Preservation in Practice* African American participants are the preservation movement's next leaders and influencers.

Annotated 2019 Program Agenda/Syllabus

	Morgan State University, MD	Tuskegee University, AL
#Days	Pre-Program Events / Activities	
Various	ARCHITECTURAL HISTORY CLASS INFORMATION SESSION ORIENTATION	5-DAY WINDOW WORKSHOP SUMMER 2018 ARCHITECTURE AND CAMPUS HISTORY CLASS INFORMATION SESSION ORIENTATION
	Western Historic Preservation Center	
3 DAYS	NPS GUIDING PRINCIPLES FOR HISTORIC PRESERVATION Learning Objectives: <ul style="list-style-type: none"> • Use a well-conceived decision-making process to guide appropriate treatments for cultural resources. • Know the factors that influence decision-making including National Register criteria, Secretary of the Interior's Standards, other preservation laws and compliance processes. • Be able use approved documentation processes. • Understand the requirements of Section 106 compliance. • Recognize the importance of working collaboratively. • Understand the effects your own awareness and attitude toward preservation has on cultural resources. 	
3 DAYS	FIELD WORK BAR C DUDE RANCH Learning Objectives: <ul style="list-style-type: none"> • Apply <i>Guiding Principles</i> curriculum to a real-world project. • Gain familiarity with building technology, preservation techniques, site management, and project safety. • Learn specific preservation trades skills as they relate to the project. • Understand the value of teamwork. 	
2 DAYS	VISIT TO YELLOWSTONE AND JACKSON HOLE – 2 DAYS Learning Objectives: <ul style="list-style-type: none"> • Become familiar with National Parks management practices and the relationship between natural and cultural resources in National Parks. • Gain sense of the diversity of history and ways it can be protected. 	

	Morgan State University, MD	Tuskegee University, AL
	Hope Crew Campus Projects	
7 DAYS	<p>PRESERVATION 101 MODULE Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the development of historic preservation in the United States and the federal, state and local organizations that support the field. • Learn about the work of NTHP and HOPE Crew. • Gain ability to apply the Secretary of the Interior Standards to the project. • Learn project safety procedures. • Gain understanding of the material science related to the hands-on project. • Learn how to conduct basic conditions assessment and documentation procedures. <p>WINDOW RESTORATION PROJECT (TU) WINDOW RESTORATION + MASONRY REPAIR (MSU) Learning Objectives:</p> <ul style="list-style-type: none"> • Learn specific preservation trades skills as they relate to the project. • Be engaged in a real-world project that benefits the student's school. 	
	Enhanced Programming / Networking	
1 DAY	<p>TOUR OF SECTION 106 CASE SITES AND HISTORIC SITES WITH SHPOS Learning Objectives</p> <ul style="list-style-type: none"> • Have real world experience with Section 106 of the National Historic Preservation Act. • Be introduced to preservation regulations, the role of consulting parties, and incentives including project review, tax credits, and success story examples. • Understand the role of the SHPO and the range of partners that may be involved in a redevelopment project. 	
4 DAYS	<p>DC EXPERIENCE WEEK <i>Attendance at ACHP CEO Meeting; visit to NPS and NTHP, tour of DC African American Sites with Robert Stanton</i> Learning objectives:</p> <ul style="list-style-type: none"> • See the breadth of historic preservation and understand roles of government and non-government entities. • Learn about NPS assistance programs including the National Register program, heritage documentation (HABS HAER, HALS), tax credit program etc. • Connect with mentors in the field including architects. • Gain knowledge of professional development opportunities and career options. • Build professional network. • Learn about historic site preservation, stewardship and interpretation. <p>ST. MARY'S FIELD TRIP Learning objectives:</p> <ul style="list-style-type: none"> • Introduction to archeological fieldwork. • Ability to analyze historic maps. 	<p>VISIT TO NATIONAL CENTER FOR PRESERVATION TRADES AND TECHNOLOGY <i>Tour of labs and archive facilities, presentations by NCPTT and NPS staff representing various departments and sites, visits to Magnolia Plantation, Melrose Plantation, Oakland Plantation and American Cemetery. Hands-on experiences in 3-D laser scanning, and photograph analysis.</i> Learning objectives:</p> <ul style="list-style-type: none"> • Gain technical understanding of the variety of preservation research and the techniques used to conserve buildings, cultural landscapes and materials. • Learn practices used to document, assess and develop treatment plans for resources including mapping, 3-D scanning, photographic analysis etc. • Be introduced to various management and interpretation models including heritage areas, National Parks, and historic sites. • Learn about archeological surveys and preservation methods.

	<ul style="list-style-type: none"> • Understand community's role in decision making. • Introduction to interpreting sites associated with enslaved people. 	<p>VISIT TO TUSKEGEE VETERANS ADMINISTRATION MEDICAL CENTER</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Have real world experience with Section 106 of the National Historic Preservation Act. • Learn about VAMC mission and history. • Understand site assessment requirements including building function, conditions, vacancy, underutilization and changes/renovations over time. • Ability to brainstorm re-use options taking into consideration architectural feasibility, design, renovation requirements, program need and financing. • Be introduced to preservation regulations, the role of consulting parties, and incentives including project review, tax credits, and success story examples. • Understand the range of partners that may be involved in a redevelopment project. <p>UNIVERSITY-WIDE LECTURE AND INTERACTIVE DISCUSSION WITH GLENN T. ESKEW, GEORGIA STATE UNIVERSITY (GSU)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learn about Eskew's efforts to nominate US Civil Rights site for inclusion in the UNESCO World Heritage List • Be introduced to GSU's historic preservation graduate degree program. • Have opportunity to interact with an expert in the field of historic preservation.
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Summary of Recommendations

The author received many recommendations for ways to improve the program during conversations with ACHP staff, written evaluations and interviews with program participants and partners. These are presented in two sets. The first represents improvements that can be adopted immediately and are reflected in the template syllabus which follows. The second represent longer term or less straightforward proposals that will require further investigation.

Achievable short-term improvements:

1. Develop a comprehensive curriculum syllabus with clear identification of each component's purpose, learning objectives, and the party responsible for its delivery.
2. Ensure that each partner understands and is accountable for their components.
3. Tighten the time frame.
4. Provide a longer lead time for developing the campus based hands-on projects so that the projects can be better integrated into the curriculum.
5. The curriculum should be better sequenced to create a more coherent and effective schedule of learning opportunities. Each component should complement and build upon the other in a way that lessens duplication, ensures that all learning objectives are met, and presents a more coordinated and engaging experience for students.
6. Establish better lines of communication between partners through a comprehensive syllabus, the sharing of plans, updates, and outcomes, and by scheduling regular, obligatory meetings.
7. Share participant bios and other information with all program partners.
8. Develop a more intentional overall program orientation (on-campus) that sets out learning objectives and student deliverables. This should also include a Preservation 101 module so that students are introduced to the historic preservation history, theory, laws, practice and stakeholders that will be revisited throughout the curriculum.
9. Confirm role of advisor especially as related to his/her role in providing context, connecting the dots, and revisiting learning objectives (see appendix B).
10. Provide an opportunity for students from different schools to spend some time together.
11. Standardize deliverables. This may include requiring a journal and developing a required student project which, upon completion, would become part of the student's portfolio (see appendix C).
12. Rebrand the program title and graphic to better represent the partnership nature of the program.

Longer-term recommendations

1. Consider more standardized pre-requisites.
2. Develop a Phase II that would place Phase I participants at cooperating sites, organizations or agencies through fellowships, internships and jobs.
3. Involve more federal agencies. At a minimum, find ways to share agency information and resources with participants.
4. Develop a vehicle for collecting and disseminating stories and fostering continuing connections between participants, partners, presenters, mentors.
5. Be more deliberate in recruiting and shepherding of mentors.
6. Develop system to follow and document students' involvement in architecture and historic preservation.
7. Provide more time at NCPTT so that students have a more wide-ranging knowledge of preservation research, trades, techniques.
8. Develop clearer metrics.
9. Involve National Organization of Minority Architects and American Institute of Architects.

Proposed Curriculum Template

The *Preservation in Practice* partners have set forth an ambitious set of objectives for the program. These can be readily met through the program's component learning experiences which include hands-on projects classroom learning modules, site visits, and networking opportunities. The proposed curriculum template sets forth an ideal sequence and a defined curriculum plan designed to engage the students, provide appropriate guidance for instructors/presenters, and to achieve the objectives listed below.

OBJECTIVE: Students will become familiar with historic preservation laws, approaches and practices so they will be able to assess the condition of an historic building or site and begin planning for its preservation, rehabilitation, and/or reuse. They will connect architectural practice to preservation practice and understand the expert and meaningful role architects and other professionals can play in preserving heritage of all kinds.

- Understand the intersection between historic preservation and other disciplines including architecture, landscape architecture, archeology, planning, construction engineering, urban planning, community development, public history, historic site stewardship, and more.
- Understand historic building documentation techniques including historic research, building use, and structural conditions. These are applied to both extant resources and those that have been severely compromised or erased. Techniques may include use of 3-D scanning, historic photo and map comparisons, site surveys and more.
- Be introduced to the National Historic Preservation Act (NHPA), preservation theory and regulations as well as assistance programs including the National Register, heritage documentation (HABS, HAER, HALS), tax credits, and success story examples. Understand the role of government, non-profit and commercial partners in preservation.
- Learn the decision-making process that will guide treatment plans for building rehabilitation and reuse, including National Register of Historic Places Criteria, Secretary of the Interior's Standards, various preservation laws and compliance requirements including Section 106 of the National Historic Preservation Act.
- Gain the ability to brainstorm re-use options taking into consideration feasibility, design, renovation requirements, financing, and program need.
- Understand the range of partners that may be involved in a redevelopment project.

OUTCOME: Students will develop a portfolio project that includes a preservation, rehabilitation and/or reuse plan for a building of their choosing

OBJECTIVE: Understand and engage with historic preservation as a means of identifying, documenting, preserving, interpreting, and uplifting the student's own heritage.

- Learn about historic site preservation, stewardship and interpretation.
- Understand community's role in decision making.
- Be introduced to preservation and interpretation approaches at sites associated with African American History and HBCUs.
- Be introduced to various management and interpretation models including heritage areas, National Parks, and historic sites.

OUTCOME: Deeper engagement with sites associated with their own history.

OBJECTIVE: Students will gain real-world experience working on the repair, maintenance or restoration of an historic building including one on or near their own university campus. This will include both technical knowledge of the building trades required as well as site preparation, safety and teamwork.

- Gain familiarity with building technology, preservation techniques, site management and project safety.
- Understand the material science related to the project.
- Gain technical understanding of a variety of preservation research and the techniques used to conserve buildings and materials.
- Learn practices used to document, access and development treatment plans for resources including mapping, 3-D scanning, photographic analysis etc.
- Apply NPS *Guiding Principles* curriculum to a real-world project.
- Learn about the history, plans and construction of HBCUs.
- Learn about archeological surveys and preservation methods.

OUTCOME: Certificate of Completion for the project.

OBJECTIVE: Students will become familiar with and connected to the government agencies, non-profit organizations, institutions, commercial enterprises and individuals involved in historic preservation. They will build a network of individual contacts and mentors with whom they feel comfortable communicating and from whom they can seek recommendations and advice.

- Understand the development of historic preservation in the United States and the federal, state and local organizations that support the field including the NPS, ACHP, NTHP, State Historic Preservation Officers and other organizations and institutions as appropriate.
- Get to know architects, archeologists, site/resource managers, scholars, and others directly engaged in historic preservation.
- Learn about professional development opportunities and potential professional careers related to historic preservation.

OUTCOME: References and recommendations from historic preservation leaders. Opportunity for placements and internships at a government agency, organization or firm.

Curriculum Template

This suggests a preferred order, duration and scope but is presented with the understanding that scheduling, travel considerations and personnel availability may affect the time line. The template should be further developed by including more comprehensive syllabi from instructors and presenters.

1. Pre-Program – HBCU Programs

Various

DESCRIPTION: Preservation workshop, or courses in architectural history, historic preservation or related subjects that students could be required to take, or, having taken, would be looked on favorably in their applications. These would vary campus to campus.

RESPONSIBLE PARTNER(S): Programs delivered by university faculty. Course syllabi to be shared with *Preservation in Practice* partners. Students should indicate on their applications which courses and workshops they took part in.

LEARNING OBJECTIVES:

- Gain introductory knowledge of architectural history and historic preservation theory and practice.
- Begin to understand connection between architecture and building engineering and historic preservation.

2. Pre-Program – Information Session

1 Hour

DESCRIPTION: Opportunity for students to learn about the *Preservation in Practice* program and its application requirements. Should be used as a way to introduce architecture and building engineering students to historic preservation, whether or not they end up taking part in *Touching History*.

RESPONSIBLE PARTNER(S): HBCU representative will secure site and date for the event and will publicize it to students. ACHP and/or NPS representative should make presentation.

Program to be developed by presenter but should meet the learning objectives.

Note – this may need to be revised if all campuses are invited to apply. Perhaps it could be delivered as a video conference.

LEARNING OBJECTIVES:

- Introduce students to the field of historic preservation and provide general information about the federal, state, local, public, private organizations and agencies involved.
- More specifically share information about the NPS, ACHP and NTHP.
- Students will understand the objectives of the program, be introduced to the curriculum and be given the syllabus.
- Students will learn how to complete the application.

3. Orientation, Preservation 101, Introduction to Student Project

1 Day

DESCRIPTION: A comprehensive orientation should occur with all accepted students before or on the very first day of the program. It will serve three purposes, first to share a complete itinerary, walk through the syllabus, and be sure students understand where they need to be, when and what is expected of them. It will also serve as comprehensive introduction to historic preservation history, theory, laws, practices and stakeholders – all the topics that will be covered during the program and that they will need to know to complete their individual projects. And, it will walk through the features of the student project.

RESPONSIBLE PARTNER(S): The orientation and module should be developed jointly by the partners to ensure that all topics are covered effectively. The NTHP's Hope Crew Preservation 101 presentation is a good model. Ideally, representatives from all the partners would be part of delivering this content in-person either on the HBCU campus or at the Western Historic Preservation Center. Program should meet the learning objectives. The 101 module should be shared with all partners.

LEARNING OBJECTIVES:

- Understand the development of historic preservation in the United States and the federal, state and local organizations that support the field including the NPS, ACHP, NTHP, State Historic Preservation Officers and other organizations and institutions as appropriate.
- Be introduced to preservation theory and regulations including Section 1016, as well as assistance programs including the National Register, heritage documentation (HABS, HAER, HALS), tax credits, and success story examples. Understand the role of government, non-profit and commercial partners in preservation.
- Understand the intersection between historic preservation and other disciplines including architecture, landscape architecture, planning, building construction, urban planning, community development, public history, historic site stewardship, and more.
- Learn what is required to complete their final project.
- Understand the program agenda and expectations.

4. NPS Guiding Principles

3 Days

DESCRIPTION: Held at the NPS Western Center for Historic Preservation, this in-depth skill building workshop provides foundational knowledge of building documentation, treatment plan development and preservation practices.

RESPONSIBLE PARTNER(S): NPS staff trainers.

LEARNING OBJECTIVES:

- Understand historic building documentation techniques including historic research, building use, and structural conditions. Techniques may include use of 3-D scanning, historic photo and map comparisons, site surveys and more.
- Learn the decision-making process that will guide treatment plans for building rehabilitation and reuse, including National Register of Historic Places Criteria, Secretary of the Interior's Standards, various preservation laws and compliance requirements including Section 106 of the National Historic Preservation Act.
- As appropriate, revisit preservation regulations as well as assistance programs including the National Register, heritage documentation (HABS, HAER, HALS), tax credits, and success story examples. Understand the role of government, non-profit and commercial partners in preservation.
- Gain ability to brainstorm re-use options taking into consideration architectural feasibility, design, renovation requirements and program need.
- Be introduced to preservation and interpretation approaches at sites
- Understand the requirements of Section 106 compliance.
- Recognize the importance of working collaboratively.
- Understand the effects your own awareness and attitude toward preservation has on cultural resources.

5. NPS Experiential Preservation Project

3 Days

DESCRIPTION: Held at or near the NPS Western Center for Historic Preservation, this learning experience allows students to apply what they have been learning through Preservation 101 and the Guiding Principles curriculum to a real-world historic preservation project. It will also teach specific preservation trades needed to undertake the project.

RESPONSIBLE PARTNER(S): NPS staff trainers and trades professionals.

LEARNING OBJECTIVES:

- Apply *Guiding Principles* curriculum to a real-world project.
- Gain familiarity with building technology, preservation techniques, site management, and project safety.
- Learn specific preservation trades skills as they relate to the project.
- Understand the value of teamwork.
- Understand the material science related to the hands-on project.

6. Visits to Sites Associated with African American History

1-2 Days

DESCRIPTION: It cannot be overstated how important it is that the students be exposed to historic sites that preserve and interpret resources representative of their own history and meet leaders and professionals who look like them. This can be accomplished in a variety of ways but it is critical that they have time to be in places that demonstrate the power of places, small and large, to contribute to our nation's understanding of its full history. Examples of sites that have proved extremely compelling in recent years are the DC Historic Sites tour with Robert Stanton, visits to plantations and an African American cemetery in Louisiana, and trip to St. Mary's City in Maryland.

RESPONSIBLE PARTNER(S): ACHP and NPS staff can work together to identify sites and develop programs that achieve the learning objects.

LEARNING OBJECTIVES:

- Learn about historic site preservation, stewardship and interpretation.
- Learn about archeology's role in site identification.
- Understand community's role in decision making.
- Be introduced to preservation and interpretation approaches at sites associated with African American History.
- Be introduced to various management and interpretation models including heritage areas, National Parks, and historic sites.

7. DC Week – Professional Development and Network

4 Days

DESCRIPTION: At this point the students have become familiar with preservation practice and its practitioners. DC week offers an opportunity for a more personal engagement with preservation leaders and professionals. This time should allow for both formal and informal programming at the NPS, ACHP and NTHP. Students should have plenty of time to see these organizations in action. A good example would be the opportunity to attend an ACHP Council Meeting or visit a site to understand the role of Section 106 in a project. They could meet with staff of the NTHP's African American Cultural Heritage Action Fund. A visit to NPS could include the opportunity to see HABS or HAER documents, learn about GIS applications and more. Students should also be encouraged to ask questions, especially ones that may relate to their capstone project. As possible, students should also have the opportunity to meet with architects, planners, and others and learn as much as possible about the kinds of jobs available to them in historic preservation and related fields and the qualifications and experience they will need to secure them. During this week the White House Initiative on HBCU's could be asked to arrange of White House Tour.

Students should also have the opportunity to participate in a professional development seminar(s) given by the General Attorney, Office of Federal Operations, Equal Employment Opportunity Commission to teach participants “soft skills” such as interviewing techniques, resume writing and public speaking.

RESPONSIBLE PARTNER(S): All

LEARNING OBJECTIVES:

- Revisit preservation theory and regulations including Section 106, as well as assistance programs including the National Register, heritage documentation (HABS, HAER, HALS), tax credits, and more by meeting directly with those who manage these programs.
- Get to know architects, archeologists, site/resource managers, scholars, and others directly engaged in historic preservation.
- Learn about professional development opportunities and potential professional careers related to historic preservation.
- Understand the range of partners and the roles they play in preservation projects.
- Acquire skills in interviewing, resume writing and public speaking.

8. Hope Crew HBCU Campus Experience

5-8 Days

DESCRIPTION: The Hope Crew experience will take place on or near an HBCU campus. While it revisits many of the lessons learned during the preservation project at the Western Center, the on-campus project is an opportunity for students to bring back and apply the knowledge and expertise they have gained through the program. This experience deepens and solidifies the knowledge they have gained and grows their understanding of the relationship between preservation practice and the protection and celebration of their own history.

RESPONSIBLE PARTNER(S): NTHP Hope Crew staff, HBCU staff and trades professionals.

LEARNING OBJECTIVES:

- Understand and engage with historic preservation as a means of identifying, documenting, preserving, interpreting, and uplifting the student’s own heritage.
- Build greater understanding of preservation and interpretation approaches at sites associated with African American History.
- Apply *Guiding Principles* curriculum to a real-world project.
- Gain familiarity with building technology, preservation techniques, site management, and project safety.
- Learn specific preservation trades skills as they relate to the project.
- Understand the value of teamwork.
- Understand the material science related to the project.
- Learn about historic site preservation, stewardship and interpretation.

9. Student Project

TBD

DESCRIPTION: The project will serve as a capstone exercise that asks students to apply all that they have learned throughout the program to developing a plan for the documentation, preservation, reuse and/or interpretation of a historic resource of their choosing. The expectation is that it will be produced as a report suitable for inclusion in their portfolio and will be presented formally in some venue.

RESPONSIBLE PARTNER(S): TBD



Appendix A

List of Interviews

Molly Baker, Manager, Hope Crew, NTHP

Jason Church, Chief of Technical Services, NCPTT

Kwesi Daniels, Department Head, Tuskegee Architecture and Construction Science, Tuskegee University

Jenifer Eggleston, Management Assistant to the Associate Director, Cultural Resources, Partnerships, and Science, NPS

Tammi Fergusson, Intergovernmental Relations Coordinator, White House HBCU Initiative

Andy Ferrell, Deputy Director, NCPTT

John Fowler, Executive Director, ACHP

Susan Glimcher, Director, Communications, Education and Outreach, ACHP

Kayla Heard, Year 2, Tuskegee University

Christine Miller, Team Lead, Teaching American History, Department of Education

Katherine Slick, President, ACHP Foundation

Robert Stanton, Member, ACHP

Amy Webb, Senior Field Director, NTHP

Katherine Wonson, Director, Western Center for Historic Preservation, NPS



Appendix B

Role of Academic Advisor/Chaperone

Students participating in *Preservation in Practice* will be accompanied by a qualified advisor. The advisor's responsibilities include:

- Fully understand and appreciate the *Preservation in Practice* curriculum and be able to explain its program features, learning objectives, and the requirements of the final project to students.
- Take part in all planning calls.
- Serve as liaison between the university and *Preservation in Practice* administrators and instructors.
 - Work with NTHP to identify and plan the on-campus preservation project.
 - Organize, promote and produce the on-campus information session.
 - Assist with the administration of the application process.
 - Assist in organizing on-campus events as appropriate.
- Travel with students to the Western Center and to Washington, DC to serve as point person for all travel related matters and scheduling.
- Serve as on-site coordinator for living arrangements at White Grass.
- Schedule and facilitate regular conversations with students about what they are learning and experiencing. Assist them in making connections between what they are learning and larger themes.
- Be available to answer questions and serve as sounding board for their ideas.
- Assist students in completing their final projects.



Appendix C

Proposed Student Project

The proposed student project, which will need to be more fully developed, serves two objectives. The first is to reinforce and deepen students understanding of the curriculum by requiring them to tie what they are learning to a specific real-world project. The second is to give them a tangible product that demonstrates their mastery of the subject matter and can be included in their portfolio.

The project asks them to select a threatened building, landscape or site that they are somewhat familiar with. As they learn about the National Register, Section 106, NPS assistance programs, building documentation techniques, preservation partners, and more, they will be asked, through a series of pre-set prompts, to explain how these relate to their threatened resource. For example, “Is the resource listed on the National Register? If not, is it eligible and why?” “What organizations and agencies should you connect with regarding the project and in what ways might they be helpful?”

The project should also ask them to do a cursory conditions survey, propose a preservation plan, identify partners and consider a potential reuse. The final document can include both narrative and graphic elements. This endeavor should be viewed as an exercise in applying what they have learned and not be held to actual financial and feasibility standards.

It would be particularly effective if the student project was structured in a manner that compliments the Preservation 101 module presented at orientation.